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ABSTRACT

A project surveyed adult vocational teachers in Pennsylvania to determine their demographic characteristics and their perceived inservice needs and to design and conduct activities to address those needs. The survey instrument, after field testing and revision, contained ninety-five items subdivided into three parts: demographic data, data on inservice needs, and data on preferences for inservice activities; it was administered by mail to a total of 4,141 teachers, 1,390 of whom completed and returned it. Competency areas identified for inclusion in the inservice activities were the following: (1) providing special instruction or assistance to second language students; (2) providing special instruction or assistance to disadvantaged or handicapped students; (3) assisting students in career, orientation and job placement; and (4) relating instruction to the culturally different student. Based on the surveyed needs, ongoing inservice activities were developed in the form of two classes: Methods of Teaching in Adult Vocational Education and Meeting the Special Needs of the Adult Vocational Learner. These were presented at four locations in Central Pennsylvania, and the demographic and inservice needs assessment information was disseminated throughout the state. Participants demonstrated increased awareness of the major concerns in adult vocational education and competence included methods and techniques of teaching based on the evaluation of class activities. (Demographic and survey information and statistics are presented throughout the project report. Conclusions and recommendations are also presented. Appended information includes letters to adult vocational instructors, the survey instrument, and course descriptions and outlines.) (DTT)

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FINAL REPORT

COORDINATED INSERVICE ACTIVITIES FOR PART-TIME ADULT VOCATIONAL TEACHERS IN PENNSYLVANIA

THE PENNSYLVANIA STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

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ABSTRACT

Coordinated Inservice Activities for Part-time Adult Vocational Teachers in Central Pennsylvania

Purpose

The purpose of the project was to survey the inservice educational needs of part-time adult vocational teachers in Pennsylvania. Based on the surveyed needs, ongoing inservice activities were developed and presented at four locations in Central Pennsylvania.

Objectives

1. To determine the inservice educational needs of part-time adult vocational teachers in Pennsylvania.
2. To provide part-time adult vocational teachers with inservice activities for improvement teaching effectiveness.
3. To strengthen adult vocational programs in Central Pennsylvania by providing leadership in course design and adult vocational activities.
4. To provide continuity of effort in adult vocational inservice education in Central Pennsylvania.
5. To provide a system for the part-time adult vocational teachers to become certificated.
6. To provide up-to-date information relevant to teaching the adult learner.

Outcomes

1. Demographic information was collected on adult vocational teachers in Pennsylvania.

2. Adult vocational teachers were surveyed to determine their perceived inservice needs.

3. Pennsylvania State University I.Ed. 498v Methods of Teaching Adult Vocational Education, and I.Ed. 498v Meeting the special needs of adult vocational learners were processed at the Pennsylvania State University College of Education.

4. Pennsylvania State University I.Ed. 498v Methods of Teaching Adult Vocational Education was offered at four locations in Central Pennsylvania.

5. Information was collected on adult vocational teacher certification as perceived by adult vocational teachers.

6. Contemporary issues evident in the literature, as they affect teaching adults were utilized in the inservice activities.

Audience

The demographic information and inservice needs assessment was compiled and disseminated among the three regions of Pennsylvania Teachers participated in the resulting inservice program at four locations in the Central Region of Pennsylvania.

Publications and Available Materials

- Final Report
- Monograph-Profile of Adult Vocational Teachers in Pennsylvania
- Monograph-Assessment of Inservice Needs of Part-time Adult Vocational Teachers in Pennsylvania

I

BACKGROUND OF THE PROJECT

Introduction

Adult vocational programs are diverse and scattered throughout Pennsylvania. The part-time faculty are faced with a diverse student population. The part-time adult vocational teachers are instrumental in providing quality adult vocational programs for individuals seeking to upgrade skills and those preparing for employment. The diversity in scope and intent of the adult vocational programs creates a need for inservice activities designed specifically for the part-time adult vocational teacher.

Part-time faculty most often have other full-time commitments making it difficult to recruit faculty, provide support for improvement of instruction, and involve the faculty in inservice activities designed primarily for secondary teaching. Professional preparation in working with adult learners in necessary for the improvement if instruction and expansion of quality adult vocational programs. The most immediate inservice needs of the part-time adult vocational teachers should be priority items included in inservice activities designed for these teachers.

Need for the Study

There is a need to assess the demographic characteristics and inservice needs of the part-time adult vocational teachers in Pennsylvania and to provide appropriate inservice activities on a continual basis.

II

METHODS AND PROCEDURES

The purpose of this project was to survey adult vocational teachers in Pennsylvania in determining demographic characteristics, and their perceived inservice needs. Inservice activities based on the findings were developed in the Central Region of Pennsylvania. Information regarding the Western and Eastern Regions was to be disseminated throughout the state.

Development of the Instrument

The survey instrument was designed, field tested, and revised into a three part final form. The first section was designed to determine demographic data on the adult vocational teachers. Information obtained from this section was used to determine more clearly the backgrounds of the adult vocational teachers. The second section of the survey instrument was used to determine inservice needs as perceived by the adult vocational teachers. The information was used for inclusion in the resulting inservice activities included in this project. The third section was designed to gather data on scheduling preferences of the adult vocational teachers. A copy of this instrument is found in Appendix B.

Field Testing

To assure accuracy in the data obtained from the survey instrument two groups of vocational teachers at The Pennsylvania State University were asked to answer the questionnaire and to critically analyze it for clarity, content, and form.

The Survey Instrument

The final form of the survey instrument contained 95 items, sub-divided into three parts: demographic data, data on inservice needs, and data on preferences for inservice activities.

Part 1: Demographic Data. Several questions were developed to determine the background of adult vocational teachers. The questions requested information on: age, present employment status, teaching area of adult vocational classes, full and part-time teaching experience in adult vocational education, work experience, other than teaching in the adult vocational teaching area; type of teaching certificate(s), area(s) of certification, highest level of education, special training programs attended, prior preparation for teaching adults, and a personal response to the question "Should part-time adult vocational teachers be certificated?"

Part II: Inservice Needs. Part II of the survey instrument was designed to identify the inservice needs of adult vocational teachers. To achieve this goal, a list of 34 competencies, of special significance to adult vocational teachers, was developed. The list of competencies was adopted from research conducted in 1975, by Performance Based Curricula Program, The Center for Vocational Education, at The Ohio State University. To address the adult competency component, two other studies were utilized: "Professional Education Competencies of Community College Instructors" developed by the Division of Vocational Adult, and Community College Education at Oregon State University (1971); and "A Report on the Identification, Classification and Ranking of Competencies Appropriate for Adult Basic Education Teachers," by Donald W. Mocker in 1974.

Competencies were developed that dealt with program planning and development; program evaluation; curriculum development; guidance; classroom management; and providing instruction to special groups. Respondents were asked to select a proficiency level they felt adult vocational teachers should have in each competency area.

They were then asked to mark their present proficiency level for each of the competencies. To assess the inservice needs of adult vocational teachers, a comparison was made between the desired and acquired proficiency levels marked by the respondents; yielding proficiency units. A proficiency unit was defined as the difference between the individual's perception of the desired level of proficiency needed by adult vocational teachers, and the individual's acquired level of proficiency, in a competency area. This difference score was computed by assigning a numerical value to each of the possible response categories: "no" = 1, "slight" = 2, "moderate" = 3, "considerable" = 4 and "complete" = 5. The difference was computed for every individual in each of the 34 competency areas. The number of proficiency units needed for all adult vocational teachers in each region were summed, yielding a regional total for each competency area. Inservice activities were planned for teachers in the Central region, on the basis of these determined needs.

Part III: Inservice Activities. The third part of the survey instrument provided the respondents with an opportunity to indicate their preferences for inservice activities. Questions included information on: willingness to particiapte; type of credit; type of inservice; convenient times to attend; and maximum distance of travel. Inservice activities

were scheduled to meet the preferences of adult vocational teachers in the Central Region as expressed in Part III of the survey instrument.

Coded Identifier. The upper right hand corner of the first page of the survey instrument contained a five digit coding system. The first four numbers identified the individual teacher; while the last number identified the vocational region. The coding system was designed to enable a follow-up request for the return of the survey instrument for those teachers not responding to the first request. This coded key was destroyed after the follow-up mailing to assure individuals annonymity. The responses of adult vocational teachers were grouped with other teachers within the same region for the final data analysis.

Data Collection

Contact with participants was made by mail in November 1976. Each adult vocational teacher was sent:

1) a cover letter describing the study (see Appendix A);
2) a three part survey instrument (see Appendix B); and
3) a self-addressed prepaid return envelope.

As returns were received, they were recorded. To increase the rate of return, a follow-up letter was sent to adult vocational teachers in late November. Returns were accepted until mid January 1977. A total of 1660 returns were received. Table 2.1 illustrates the information concerning those returns. To achieve accuracy in the survey results, the survey instruments were grouped according to regions. Data were coded and punched onto IBM cards for processing.

Statistical Analysis of the Data

The data were processed at the Computation Center of The Pennsylvania State University using the program "Statistical Package for the Social Sciences" (SPSS, 1976). Two sub-programs were used to obtain the necessary information. Sub-program "frequencies" was used to obtain the frequency and percentage of responses to each of the 96 variables. The mean scores on specified variables were also obtained using the sub-program "frequencies." The sub-program "cross-tabs" was used on specified variables to identify how responses on one variable related to responses of the same individuals on a second variable.

Table 2.1

Sample and Response of
Adult Vocational Teachers to the Survey Instrument

Questionnaires	Number	% of Total
Sent	4141	100.00
Returned--completed	1390	33.57
Returned--not currently teaching adult classes	114	2.57
Returned--undeliverable	113	2.73
Returned--unanswered	3	.07
Returned--completed after cut-off date	40	.96

Following statistical analysis, the final report was prepared, published and disseminated throughout Pennsylvania to interested individuals, institutions and the Bureau of Vocational Education.

III

FINDING AND ANALYSIS

Introduction

The findings of the research study was presented in two research reports. For a detailed report of the research findings refer to "A Profile of Adult Vocational Teachers in Pennsylvania" and "Assessment of Inservice Needs of Part-time Adult Vocational Teachers in Pennsylvania," F. Marvin Hole, Stephen E. Hill, Carolyn B. Foust; The Pennsylvania State University, Division of Occupational and Vocational Studies, Vocational-Technical Education Research Report, Bureau of Vocational Education, Adult Vocational Education Monographs No. 1, 15:2, June 1977 and No. 2, 15:3, June 1977. Included in this report is a description of the inservice activities implemented as a result of the research findings.

Demographic Data

Throughout Pennsylvania 1390 adult vocational teachers responded to the survey instrument. There responses to questions requesting background information are presented in tables 3.1 to 3.4.

Age of Adult Vocational Teachers

Table 3.1 presents the frequency and percentage of individuals responding in each age category. The mean age of adult vocational teachers in Pennsylvania was 36-40 years.

Employment Status

Table 3.2 presents the findings concerning the employment status of the adult vocational teachers. In all three regions in

Pennsylvania the largest number of respondents were teaching secondary full-time and adult vocational part-time. The second largest group was the teachers with just part-time teaching status.

Table 3.1

Age of Adult Vocational Teachers in the Western, Central and Eastern Regions of Pennsylvania

Age	Western Region Number	% of Total	Central Region Number	% of Total	Eastern Region Number	% of Total
Under 25 yrs.	11	2.3	19	4.6	18	3.6
25-30 yrs.	82	17.3	83	20.2	90	17.8
31-35 yrs.	70	14.8	63	15.4	69	13.6
36-40 yrs.	53	11.2	60	14.6	67	13.2
41-45 yrs.	64	13.5	62	15.1	64	12.6
46-50 yrs.	57	12.1	53	12.9	78	15.4
51-55 yrs.	70	14.8	38	9.3	67	13.2
56-60 yrs.	35	7.4	16	3.9	32	6.3
61-65 yrs.	27	5.7	14	3.4	19	3.7
No Response	4	0.8	2	0.5	3	0.6
Total	473	100	410	100	507	100

Table 3.2

Employment Status of Adult Vocational Teachers in the Western, Central and Eastern Regions of Pennsylvania

Employment	Western Region Number	Western Region % of Total	Central Region Number	Central Region % of Total	Eastern Region Number	Eastern Region % of Total
Teaching Adult Vocational Classes Full-Time	35	7.4	28	6.8	71	14.0
Teaching Secondary Full-Time and Adult Vocational Part-Time	250	52.9	209	51.0	208	41.0
Working Outside the Field of Education Full-Time and Teaching Adult Vocational Part-Time	97	20.5	84	20.5	124	24.5
Teaching Adult Vocational Part-Time Only	64	13.5	64	15.6	72	14.2
Coordinator, Supervisor or Administrator Full-Time and Teaching Adult Vocational Part-Time	21	4.4	23	5.6	23	4.5
No Response	6	1.3	2	0.5	9	1.8
Total	473	100	410	100	507	100

Types of Teaching Certificates

Table 3.3 illustrates the findings concerning the types of teaching certificates held by adult vocational teachers. Most frequently, the adult vocational teacher held no certificate.

Highest Level of Education

The findings presented in Table 3.4 show the formal educational preparation of adult vocational teachers in Pennsylvania. Eighteen percent of the adult vocational teachers hold a G.E.D., high school diploma, or less. Twenty-seven percent hold a bachelors degree and eighteen percent hold a masters degree.

Certification of Part-time Adult Vocational Teachers

Figure 3.1 summarizes the responses of adult vocational teachers to the question of certification for the part-time teacher. Approximately fifty percent of the respondents felt there should be certification for part-time adult vocational teachers.

INSERVICE NEEDS

This part of the survey instrument was designed to ascertain the perceived inservice needs of adult vocational teachers based on the responses to competency areas examined. For each campetency area, the respondents indicated the level of proficiency needed by adult vocational teachers, and the proficiency level they had already acquired.

Competency Areas Ranked in Order of Need to Increase Proficiency

Tables 3.5, 3.6, and 3.7 show the 34 competency areas ranked by the percentage of adult vocational teachers needing increased proficiency The competencies were ranked for each of the three Pennsylvania regions.

Table 3.3

Types of Certificates Held by
Adult Vocational Teachers in the
Western, Central and Eastern Regions of Pennsylvania

Type of Certificate	Western Region Number	Western Region % of Total	Central Region Number	Central Region % of Total	Eastern Region Number	Eastern Region % of Total
None	119	25.2	131	32.0	144	28.4
Voc. Intern	17	3.6	9	2.2	24	4.7
Voc. Inst. I	63	13.3	36	8.8	69	13.6
Voc. Inst. II	97	20.5	90	22.0	97	19.1
Coord. of Voc. I	--	--	3	0.7	1	0.2
Coord. of Voc. II	--	--	--	--	--	--
Instructional I	36	7.6	31	7.6	30	5.9
Instructional II	52	11.0	65	15.9	34	6.7
Ed. Specialist I	4	0.8	1	0.2	2	0.4
Ed. Specialist II	4	0.8	2	0.5	2	0.4
Supervisory I	2	0.4	6	1.5	1	0.2
Supervisory II	--	--	--	--	--	--
Administrative I	3	0.6	--	--	--	--
Administrative II	--	--	--	--	--	--
Voc. and Ed. Specialist	3	0.6	1	0.2	--	--
Voc. and Supervisory	2	0.4	1	0.2	2	0.4
Voc. and Coord.	12	2.5	6	1.5	18	3.6
Voc., Coord., Supervisory	1	0.2	2	0.5	4	0.8
Voc. Inst., Adm.	1	0.2	--	--	--	--
Inst. and Coord.	2	0.4	1	0.2	1	0.2
Inst. and Ed. Specialist	5	1.1	--	--	2	0.4
Inst. and Supervisory	3	0.6	--	--	2	0.4
Inst., Coord., Supervisory	--	--	1	0.2	2	0.4
Inst. and Adm.	--	--	2	0.5	3	0.6
Ed. Specialist and Supervisory	--	--	2	0.5	9	1.8
Ed. Specialist, Supv., Adm.	--	--	--	--	1	0.2
No Response	47	9.9	20	4.8	58	11.5
Total	473	100	410	100	507	100

Table 3.4

Highest Level of Education of
Adult Vocational Teachers in the
Western, Central and Eastern Regions of Pennsylvania

Education	Western Region Number	% of Total	Central Region Number	% of Total	Eastern Region Number	% of Total
Grade School	2	0.4	3	0.7	2	0.4
High School--Less Than Four Years	5	1.1	5	1.2	7	1.4
High School--Graduation or G.E.D.	64	13.5	70	17.1	85	16.8
One Year College	15	3.2	14	3.4	31	61.
Two Years College--No Degree	45	9.5	45	11.0	52	10.3
Two Years College--Associate Degree	11	2.3	14	3.4	19	3.7
Three Years College	28	5.9	17	4.1	35	6.9
Masters Equivalency	60	12.7	31	7.6	39	7.7
Bachelors Degree	127	26.8	124	30.2	126	24.9
Masters Degree	94	19.9	76	18.5	61	12.0
Education Specialist or Sixth Year	10	2.1	3	0.7	11	2.2
Doctorate	2	0.4	3	0.7	5	1.0
No Response	10	2.0	5	1.2	34	6.8
Total	473	100	410	100	507	100

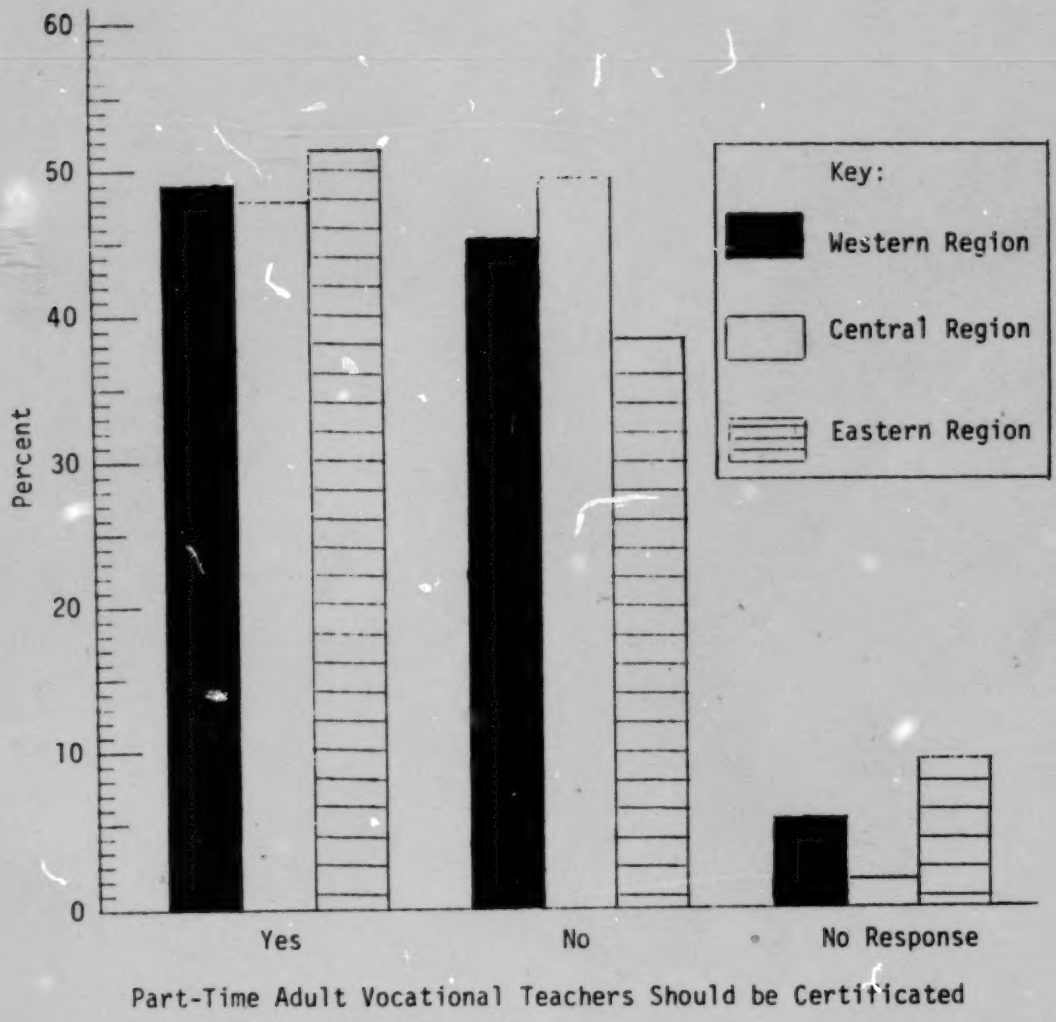

Figure 3.1 Perceptions of Adult Vocational Teachers in the Western, Central, and Eastern Regions of Pennsylvania Concerning the need for Part-time Adult Vocational Teachers to be Certificated.

Table 3.5

Competency Areas Ranked According to the Needs of Teachers in the Western Region

Rank Order	Statement
1	Providing special instruction or assistance to disadvantaged or handicapped students
2	Utilizing an advisory committee to determine student and community needs
3	Developing a co-op work experience program
4	Implementing and supervising activities of student vocational organizations
5	Recognizing special characteristics of the adult learner
6	Revising courses in accordance with current occupational trends
7	Maintaining class interest to keep students in the program
8	Assessing program effectiveness
9	Relating instruction to the culturally different student
10	Assisting students in reading skills
11.5	Developing audio-visual materials
11.5	Assessing teacher effectiveness
13	Providing information on continuing education
14	Utilizing outside resource persons and services
15	Providing special instruction or assistance to second language students
16	Determining tools to measure student achievement
17	Mutual planning of individual programs with each student
18	Providing successful educational experiences for each student
19	Providing learning experiences for students with individual differences
20.5	Determining course outcomes
20.5	Developing group and individual learning activities to facilitate instruction
22	Selecting instructional materials
23	Developing a course of study
24	Analyzing student performance
25	Planning a unit of instruction from the course of study
26	Implementing the learning activities in the classroom
27	Maintaining occupational safety and health standards in the lab (or shop)
28	Using audio-visual equipment
29	Providing practical shop or laboratory demonstrations
30	Maintaining student records
31	Writing a lesson plan
32	Assisting students in career orientation and job placement
33	Guiding students in the use of community agencies and services
34	Using counseling techniques to help students solve personal problems

Table 3.6

Competency Areas Ranked According to the
Needs of Adult Vocational Teachers in the Central Region

Rank Order	Statement
1	Providing special instruction or assistance to second language students
2	Providing special instruction or assistance to disadvantaged or handicapped students
3	Assisting Students in Career Orientation and Job Placement
4	Relating Instruction to the Culturally Different Student
5	Utilizing an Advisory Committee to determine student and community needs
6	Recognizing special characteristics of the adult learner
7	Developing a co-op work experience program
8	Providing Information on Continuing Education
9	Implementing and Supervising activities of Student Vocational Organizations
10	Assessing Teacher Effectiveness
11	Utilizing outside resource persons and services
12	Providing Learning Experiences for Students with individual differences
13.5	Mutual planning of individual programs with each student
13.5	Providing successful educational experiences for each student
15	Assisting Students in Reading Skills
16	Determining Tools to measure student achievement
17.5	Revising courses in accordance with current occupational trends
17.5	Selecting Instructional Materials
19	Maintaining class interest to keep students in the program
20	Determining course outcomes
21	Using counseling techniques to help students solve personal problems
22	Assessing Program Effectiveness
23	Developing audio-visual materials
24	Developing group and individual learning activities to facilitate instruction
25	Analyzing Student Performance
26	Developing a course of study
27	Guiding Students in the use of community agencies and services
28	Planning a Unit of instruction from the course of study
29	Implementing Learning Activities in the Classroom
30	Providing practical shop or laboratory demonstrations
31	Maintaining Occupational safety and health standards in the lab
32	Using Audio Visual equipment
33	Writing a lesson plan
34	Maintaining Student Records

Table 3.7

Competency Areas Ranked According to the
Needs of Adult Vocational Teachers in the Eastern Region

Rank Order	Statement
1	Providing special instruction or assistance to second language students
2	Providing special instruction or assistance to disadvantaged or handicapped students
3	Utilizing an advisory committee to determine student and community needs
4	Recognizing special characteristics of the adult learner
5	Implementing and supervising activities of student vocational organizations
6	Developing a co-op work experience program
7	Utilizing outside resource persons and services
8	Developing audio-visual materials
9	Relating instruction to the culturally different student
10	Maintaining class interest to keep students in the program
11.5	Assisting students in reading skills
11.5	Assessing program effectiveness
13	Assessing teacher effectiveness
14	Providing learning experiences for students with individual differences
15	Determining course outcomes
16	Determining tools to measure student achievement
17	Providing information on continuing education
18	Mutual planning of individual programs with each student
19	Providing successful educational experiences for each student
20	Revising courses in accordance with current occupational trends
21	Using audio-visual equipment
22	Developing group and individual learning activities to facilitate instruction
23	Selecting instructional materials
24	Maintaining occupational safety and health standards in the lab or shop
25	Planning a unit of instruction from the course of study
26	Developing a course of study
27	Analyzing student performance
28	Maintaining student records
29	Implementing the learning activities in the classroom
30	Providing practical shop or laboratory demonstrations
31	Writing a lesson plan
32	Assisting students in career orientation and job placement
33	Guiding students in the use of community agencies and services
34	Using counseling techniques to help students solve personal problems

Preferences for Inservice Delivery

The third part of the survey instrument was designed to determine the preferences of adult vocational teachers to the format of inservice activities and scheduling of those activities.

Projected Adult Vocational Teachers Participation in Inservice Activities

Seventy-five percent of the respondents indicated a willingness to participate in provided inservice activities. Figure 3.2 represents those findings.

Types of Credit Desired

Table 3.8 shows the desired type of credit for the inservice activities. Most desired either graduate or undergraduate college credit.

Distance Adult Vocational Teachers were Willing to Travel to Attend Inservice Activities

Most respondents were not willing and/or able to travel more than 30 miles to attend the inservice activities. The distance respondents indicated they were willing to travel is presented in Table 3.9.

Inservice Activities

Based on an analysis of the information obtained from the survey instrument two courses were designed. The course I.Ed. 498v Methods of Teaching in Adult Vocational Education and I.Ed. 498v Meeting the Special Needs of the Adult Vocational Learner, were processed as experimental course offerings through the Division of Occupational and Vocational Studies at The Pennsylvania State University. The first course I.Ed. 498v Methods of Teaching in Adult Vocational Education was offered in four Central Pennsylvania locations Spring term 1977.

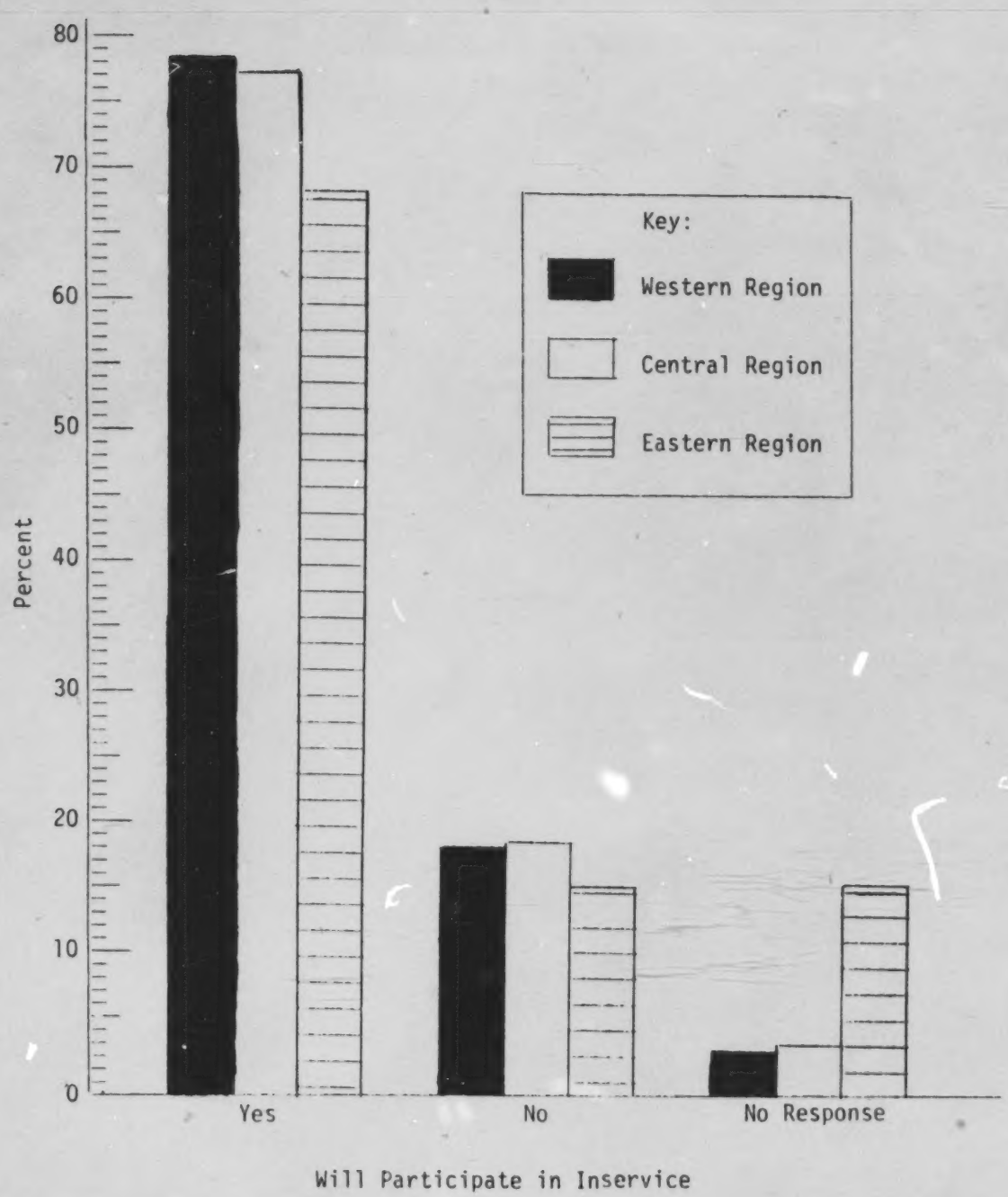

Figure 3.2 Projected Adult Vocational Teacher Participation in Inservice Activities.

Table 3.8

Type of Credit Desired by
Adult Vocational Teachers in the
Western, Central and Eastern Regions of Pennsylvania for
Participation in Inservice Activities

Type of Credit Desired	Western Region Number	% of Total	Central Region Number	% of Total	Eastern Region Number	% of Total
Graduate Credit	180	38.1	149	36.3	70	13.8
Undergraduate Credit	104	22.0	79	19.3	180	35.5
Graduate and Undergraduate	6	1.3	4	1.0	38	7.5
No Credit	26	5.5	15	3.7	91	17.9
Don't Care	115	24.3	106	25.6	118	23.3
No Response	42	8.9	57	13.9	10	2.0
Total	473	100	410	100	507	100

Table 3.9

Distance Adult Vocational Teachers in the Western, Central and Eastern Regions Were Willing to Travel to Attend Inservice Activities

Miles	Western Region Number	% of Total	Central Region Number	% of Total	Eastern Region Number	% of Total
0-15 miles	145	35.5	112	32.7	196	44.9
16-30 miles	138	33.7	122	35.7	154	35.3
31-45 miles	57	13.9	48	14.0	41	9.4
46-60 miles	28	6.8	32	9.3	23	5.2
61-75 miles	7	1.7	6	1.8	--	--
76-90 miles	9	2.2	5	1.5	1	0.2
91-105 miles	4	0.9	6	1.8	3	0.7
Over 105 miles	21	5.1	11	3.2	18	4.3
Total	409	100	342	100	436	100

Development of the Inservice Activities

The competency areas identified by the adult vocational teachers for inclusion in the inservice activities in the Central Region of Pennsylvania were:

1) Providing special instruction or assistance to second language students.

2) Providing special instruction or assistance to disadvantaged or handicapped students.

3) Assisting students in Career, Orientation and Job Placement, and,

4) Relating Instruction to the Culturally Different Student.

These competency areas were then examined in relation to contemporary literature in the field of adult vocational education. This information was refined and included in the course offering I.Ed. 498v Methods of Teaching in Adult Vocational Education. The course description and outline is found in Appendix C.

Since the potential participants desired both graduate and undergraduate credit, the, I.Ed. 498v, course number was used. This course is applicable to both undergraduate and graduate degree programs in Vocational Industrial Education at The Pennsylvania State University. The Pennsylvania State University Division of Occupational and Vocational Studies, I.Ed. 498v course number permits a transcript abbreviation reflecting the course title to be placed on each participants transcript. This course document was designed to facilitate the development of a mechanism for adult vocational teacher certification.

A second course I.Ed. 498v Meeting the Special Needs of the Adult Vocational Learner was designed to focus in more detailed the areas of special needs in adult vocational education. The course description and outline is found in Appendix C.

INSERVICE DELIVERY

The results of the survey instrument indicated the adult vocational teachers in the Central region desired to participate in inservice activities. They did not indicate a willingness to travel great distances to attend however.

It was determined to provide these activities in four geographical locations. The four locations were:

1) Altoona AVTS, Altoona, PA.
2) Columbia-Montour AVTS, Bloomsburg, PA.
3) The Pennsylvania State University, University Park, PA.
4) York AVTS, York, PA.

The course was offered at these locations the Spring term 1977.

Inservice Participants

Those persons enrolled in I.Ed. 498v Methods of Teaching in Adult Vocational Education Spring term 1977 were:

1) Altoona AVTS-10 participants.
2) Columbia-Montour AVTS-18 participants.
3) The Pennsylvania State University-14 participants.
4) York AVTS-14 participants.

Both undergraduate and graduate students participated in the course.

Inservice Outcomes

All of the enrolled participants completed the course. The participants demonstrated an increased awareness of the major concerns in adult vocational education and competence included methods and techniques of teaching based on the evaluations of class activities.

All participants were informed of procedures for enrolling in degree programs at The Pennsylvania State University Division of Occupational and Vocational Studies. As a result several applied for undergraduate or

graduate degree status. The participants were also placed on the Division mailing list for information on inservice activities offered by the division.

IV.

CONCLUSIONS AND RECOMMENDATIONS

Part-time adult vocational teachers were surveyed to gather demographic data, inservice needs, and inservice delivery preferences. The results of the study indicate that there is a diversity in professional background of part-time adult vocational teachers in Pennsylvania.

The average adult Vocational teacher in Pennsylvania was found to be 1) between the ages of 36 and 40; 2) teaching secondary full-time and adult vocational part-time; 3) had 2-3 years of full-time teaching experience in adult vocational education; 4) had 4-5 years of part-time teaching experience in adult vocational education; 5) had 3-5 years work experience, other than teaching, in their vocational teaching area; 6) held no teaching certificate; 7) had not participated in special training programs; and 8) were not pursuing any type of degree or certificate. This background information is necessary in the planning and development of future inservice activities for this group.

The inservice needs assessment was accomplished by the use of the survey instrument. The results indicated similar instructional needs throughout the three regions of Pennsylvania. The competency areas identified as of the greatest concern for the adult vocational teachers were:

1) providing special instruction or assistance to second language students, and

2) providing special instruction or assistance to disadvantaged or handicapped students.

The increasing enrollment of special needs populations in adult vocational programs and the recent trends in federal legislation regarding this clientele indicates a significant need for specific inservice activities for professional development in working with this adult population.

The surveyed adult vocational teachers showed support in willingness to participate in available inservice programs. Because the adult vocational teachers are scattered throughout Pennsylvania and particularly in the Central region, it was necessary to initiate the inservice activities in four geographical locations in Central Pennsylvania.

The spring term 1977, the Division of Occupational and Vocational Studies, The Pennsylvania State University offered I.Ed. 498v Methods of Teaching in Adult Vocational Education. This course was offered at Altoona AVTS, Altoona, PA., Columbia-Montour AVTS, Bloomsburg, PA., The Pennsylvania State University, University Park, PA., and York AVTS, York, PA.

The course offered at these locations was designed to meet the identified needs of adult vocational teachers as determined by the results of the needs assessment survey. There was an effort made to provide a mechanism for these teachers to become involved in inservice activities on an on-going basis.

To provide continuity of instruction a second course offering was developed and proposed for Fall Term 1977. This course I.Ed. 498v Meeting the Special Needs of the Adult Vocational Learner, was designed to further focus on methods and techniques in working with an identified special needs adult vocational population.

Recommendations

Based on the findings of the research study and the completion of one phase of inservice activities it is recommended that

1) comprehensive vocational teacher education programs in Pennsylvania include full-time faculty with professional preparation in adult education,

2) inservice activities for part-time adult vocational teachers be provided on a continuous basis,

3) part-time adult vocational teachers by recruited into professional preparation programs,

4) inservice activities for adult vocational teachers be implemented as a comprehensive program for all vocational categories,

5) the delivery of inservice activities be conducted at times and locations most convenient for the part-time adult vocational teachers.

6) the inservice activities be available for both undergraduate and graduate college credit, and

7) certification standards be developed and implemented for the improvement of adult vocational programming in Pennsylvania.

Appendix A

Letters to Adult Vocational Instructors

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

November, 1976

Dear Colleague:

The Bureau of Vocational Education has provided funds for the Division of Occupational and Vocational Studies at The Pennsylvania State University to conduct a statewide research project in adult vocational education. The purpose of the study is to determine:

1. potential participants for part-time adult vocational in-service teacher education.
2. the present proficiency level in various competency areas of adult vocational instructors.
3. the desired proficiency level in various competency areas of adult vocational instructors.

The information will then be published and used to develop a program of in-service activities for part-time adult vocational instructors. The questionnaire has been carefully coded so as to preserve you anonymity. Furthermore, your responses will be grouped with those of other adult vocational instructors, and only averages and other statistical values will be reported.

Would you please take 15 minutes out of your busy schedule to complete this questionnaire and return it in the self-addressed prepaid envelope by December 3, 1976.

Please accept my thanks in advance for your cooperation. Copies of the completed survey will be furnished upon request.

Sincerely,

F. Marvin Hole, Ed.D
Assistant Professor
Vocational Education

FMH:jh

Enclosure

THE PENNSYLVANIA STATE UNIVERSITY
247 CHAMBERS BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

College of Education
Department of Vocational Education

November 1976

Dear Colleague:

You may recall receiving a letter earlier this month and a questionnaire pertaining to a study investigating: 1. The present proficiency level in various competency areas of adult vocational instructors; 2. The desired proficiency level in various competency areas of adult vocational instructors; 3. Potential participants for part-time adult vocational in-service teacher education.

Participation by all adult-vocational teachers will aid in making an accurate assessment of the statewide perspective on these issues.

Having not heard from you, we are again asking you to assist in our efforts to make this a valid study. Would you please take a few minutes from your busy schedule to complete the questionnaire?

The completed questionnaire may be mailed to:

F. Marvin Hole, Ed. D.
Division of Occupational & Vocational Studies
119 Rackley Building
University Park, PA 16802

Many thanks in advance for your cooperation.

Sincerely,

F. Marvin Hole
Assistant Professor
Vocational Education

FMH:jh

Enclosure

Appendix B

Survey Instrument

Instructor Questionnaire

Purpose of Questionnaire:

The purpose of this questionnaire is to seek your assistance in providing information which will be useful in the development of curriculum for college and universities seeking to offer relevant teacher education courses and programs for adult vocational instructors.

PART I: Background Information

Please answer the following questions about yourself. Please answer each question by checking the appropriate blank. DO NOT WRITE YOUR NAME ANYWHERE ON THIS QUESTIONNAIRE!

1. Age

[ ] Under 25 yrs. [ ] 25-30 yrs. [ ] 31-35 yrs. [ ] 36-40 yrs.
[ ] 41-45 yrs. [ ] 46-50 yrs. [ ] 51-55 yrs. [ ] 56-60 yrs.
[ ] over 60 yrs.

2. Present Employment Status

[ ] Teaching Adult Vocational classes full-time
[ ] Teaching Secondary classes full-time and Adult Vocational classes part-time
[ ] Working outside the field of education and teaching Adult Vocational classes part-time
[ ] Teaching Adult Vocational classes part-time only
[ ] Coordinator, supervisor or administrator full-time and teaching adult vocational classes part-time.

3. Teaching Area of Adult Vocational Classes

[ ] Agriculture
[ ] Distributive Education
[ ] Health Occupations Education
[ ] Useful Home Economics
[ ] Gainful Home Economics
[ ] Business Education
[ ] Technical
[ ] Trade and Industrial
[ ] Other _____

4. Teaching Experience in Adult Vocational Education

Full-time

[ ] 0-1 yr. [ ] 2-3 yrs. [ ] 4-5 yrs.
[ ] 6-10 yrs. [ ] 11-15 yrs. [ ] over 16 yrs.

Part-time

[ ] 0-1 yr. [ ] 2-3 yrs. [ ] 4-5 yrs.
[ ] 6-10 yrs. [ ] 11-15 yrs. [ ] over 16 yrs.

5. Work Experience Other Than Teaching, in Adult Vocational Teaching Area

[ ] 0-2 yrs. [ ] 3-5 yrs. [ ] 6-10 yrs.
[ ] 11-15 yrs. [ ] 16-20 yrs. [ ] over 20 yrs.

6. Type of Teaching Certificate(s) Held	Subject Area of Certification
[ ] None	_____
[ ] Vocational Intern Certificate	_____
[ ] Vocational Instructional I (Provisional)	_____
[ ] Vocational Instructional II (Permanent)	_____
[ ] Coordinator of Vocational Education I	_____
[ ] Coordinator of Vocational Education II	_____
[ ] Instructional I	_____
[ ] Instructional II	_____
[ ] Education Specialist I	_____
[ ] Education Specialist II	
[ ] Supervisory I	_____
[ ] Supervisory II	_____
[ ] Administrative I	_____
[ ] Administrative II	_____

7. Highest Education Level

[ ] Grade School
[ ] High School--less than four years
[ ] High School--graduation or GED
[ ] One year college
[ ] Two years college--no degree
[ ] Two years college--associate degree
[ ] Three years college
[ ] Masters Equivalency
[ ] Bachelors Degree
[ ] Masters Degree
[ ] Education Specialist or sixth year
[ ] Doctorate

8. Excluding educational training covered in question #7; which of the following special training programs have you participated in?

[ ] None
[ ] Apprenticeship
[ ] Internship
[ ] Business school(s)
[ ] Trade school(s)
[ ] Technical school(s)
[ ] Correspondence course(s)
[ ] Other _____

9. Are you presently working on a

[ ] yes [ ] no degree?
[ ] yes [ ] no certificate?

10. Have you had any specific training in teaching adults?

Workshop(s) for college credit

[ ] yes [ ] no

Workshop(s) for no credit

[ ] yes [ ] no

Workshop(s) for continuing education units (CEUs)

[ ] yes [ ] no

College or continuing education course(s)

[ ] yes [ ] no

11. Do you feel part-time adult vocational teachers should be certificated for teaching adult classes?

[ ] yes [ ] no

PART II: Competencies of Adult Vocational Instructors

The purpose of this part of the questionnaire is to identify competency areas of special significance to adult vocational instructors. Responses will aid in planning future in-service programs.

You are to make <u>two</u> responses to each item. In Column A indicate the level of proficiency you feel is necessary to adult vocational teachers in general. In column B, indicate your present proficiency in each of the competency areas.

Do not take too much time in thinking about any particular item. Please do not leave out any item--there are no right or wrong answers. We are primarily concerned with how <u>you feel</u> about the competencies needed by adult vocational instructors.

<u>EXAMPLE</u>:

Column A: What proficiency must adult vocational teachers have in:						Column B: What is your present proficiency in:					
NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE		NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE	
			X		Interpreting the innovative provisions of the Vocational Act as amended in 1968			X			

The person marking considerable in Column A has indicated that adult vocational instructors need a considerable proficiency in interpreting the innovative provisions of the amended vocational act of 1968. In column B, the indication is that this person has a moderate level of proficiency in this area.

Column A: What proficiency must adult vocational teachers have in:							Column B: What is your present proficiency in:					
	NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE		NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE
						Utilizing an advisory committee to determine student and community needs					
						Determining course outcomes					
						Developing a course of study					
						Revising courses in accordance with current occupational trends					
						Planning a unit of instruction from the course of study					
						Developing group and individual learning activities to facilitate instruction					
						Mutual planning of individual programs with each student					
						Selecting instructional materials					
						Developing audio-visual materials					
						Writing a lesson plan					
						Implementing the learning activities in the classroom					
						Using audio-visual equipment					
						Assisting students in reading skills					
						Providing learning experiences for students with individual differences					

Column A What proficiency must adult vocational teachers have in:						Column B What is your present proficiency in.					
	NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE		NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE
						Relating instruction to the culturally different student					
						Providing practical shop or laboratory demonstrations					
						Providing successful educational experiences for each student					
						Utilizing outside resource persons and services					
						Maintaining occupational safety and health standards in the lab (or shop)					
						Analyzing student performance					
						Determining tools to measure student achievement					
						Assessing teacher effectiveness					
						Assessing program effectiveness					
						Maintaining student records					
						Developing a co-op work experience program					
						Implementing and supervising activities of student vocational organizations					
						Assisting students in career orientation and job placement					

Column A What proficiency must adult vocational teachers have in:						Column B What is your present proficiency in:					
NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE		NO	SLIGHT	MODERATE	CONSIDERABLE	COMPLETE	
					Providing information on continuing education						
					Using counseling techniques to help students solve personal problems						
					Guiding students in the use of community agencies and services						
					Providing special instruction or assistance to disadvantaged or handicapped students						
					Providing special instruction or assistance to second language students						
					Recognizing special characteristics of the adult learner						
					Maintaining class interest to keep students in the program						

PART III: In-Service Programs

There will be an in-service adult vocational teacher education program beginning March 1977. University credit will be an option for participants.

The purpose of this section is to determine the scheduling of these activities.

1. Would you be willing to participate in an in-service adult vocational teacher education program?

   [ ] yes [ ] no

2. Would you prefer the in-service activities to be offered for:

   [ ] graduate credit [ ] no credit
   [ ] undergraduate credit [ ] don't care

3. What type of in-service program would you prefer?

   [ ] short one or two day workshop
   [ ] one week workshop
   [ ] consultant on an individual basis
   [ ] once a week continuing education course

4. When would it be most convenient for you to attend?

   Monday

   [ ] Day (8:00-3:30 p.m.) [ ] Late Afternoon (3:30-5:30 p.m.)
   [ ] Evening (after 5:30 p.m.)

   Tuesday

   [ ] Day (8:00-3:30 p.m.) [ ] Late Afternoon (3:30-5:30 p.m.)
   [ ] Evening (after 5:30 p.m.)

   Wednesday

   [ ] Day (8:00-3:30 p.m.) [ ] Late Afternoon (3:30-5:30 p.m.)
   [ ] Evening (after 5:30 p.m.)

   Thursday

   [ ] Day (8:00-3:30 p.m.) [ ] Late Afternoon (3:30-5:30 p.m.)
   [ ] Evening (after 5:30 p.m.)

Friday

[ ] Day (8:00-3:30 p.m.) [ ] Late Afternoon (3:30-5:30 p.m.)

[ ] Evening (after 5:30 p.m.)

Saturday

[ ] Day (8:00-3:30 p.m.) [ ] Late Afternoon (3:30-5:30 p.m.)

[ ] Evening (after 5:30 p.m.)

5. What distance would you be willing to travel for an in-service adult vocational teacher education program?

[ ] 0-15 miles [ ] 16-30 miles [ ] 31-45 miles [ ] 46-60 miles

[ ] 61-75 miles [ ] 76-90 miles [ ] 91-105 miles [ ] over 105 miles

Additional comments or suggestions:

Appendix C

Course Descriptions

and

Outlines

A. Heading in Catalog(s) 41

Designation: I ED

Number: 498Cv

Title: Methods of Teaching Adult Vocational Education

Credits: 3 3 0

Description: Methods, devices, and procedures which are used effectively by the instructor in teaching in adult vocational programs.

Prerequisite: None

B. Justification for the New Course

1. A majority of the faculty of the Program in Vocational Industrial Education has approved this course proposal.

2. This course is proposed to deliver in-service educational needs of part-time adult vocational teachers as identified and contracted for under an EPDA project. Project 61049-4, entitled, "Coordinated In-service Activities for Part-time Adult Vocational Teachers in Central Pennsylvania stipulates that after the needs have been identified, in-service activities will be provided in four locations in Central Pennsylvania for one term.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the adult vocational areas. The proposed course is part of the plan for the upgrading.

3. The approval of this course will not affect other courses in the program of vocational industrial education. It will enhance and complement current offerings

4. The proposed course will be offered in four locations in Central Pennsylvania, Spring Term 1977. The above named project calls for providing in-service instruction to 100 adult vocational teachers in Central Pennsylvania. Based upon current research, enrollment will be in excess of 100 students.

C. Allocation of Resources

1. The program in Vocational Industrial Education does have a continuous appointment faculty available to teach this course, however, since this is an experimental course designed to meet a specific project commitment and can be offered only during two different terms, it will not be offered again without continued project funding.

2. The project director will teach one section of the course and the assistant project director will teach three sections. The assistant project director is 100% assigned and funded under the project. The project director allocates 5% of his time to the project.

198 - 498

Experimental Course Notification

43

DATE: January 11, 1977

FROM: Marjorie East, Head, Department of Division of Occupational and Vocational Studies

TO: Dean, College of Education

Attached are the necessary forms for: *Abbreviation* Teach Adult Vo Ed, *Number* I ED 498Cv

Title Methods of Teaching Adult Vocational Education

to be offered during the Spring term, 1977, for which necessary arrangements and funding are made. I have included in the justification for the course offering a plan that shows why this course meets the criteria for an experimental course, and I have explained why it should not be proposed as a regular course.

* * * * * * * * * * * * * * * * * *

DATE: _____

FROM: _____, Dean, College of _____

TO: Chairman, Senate Committee on Curricular Affairs

The attached forms are forwarded with this office's approval.

* * * * * * * * * * * * * * * * * *

DATE: _____

FROM: Chairman, Senate Committee on Curricular Affairs

TO: Vice President for Undergraduate Studies

The attached experimental course proposal, having been examined by the Curriculum Recorder in the Senate Office and signed by me, is herewith forwarded.

* * * * * * * * * * * * * * * * * *

DATE: _____

FROM: Vice President for Undergraduate Studies

TO: University Scheduling Office

The attached experimental course proposal is approved; please retain the course offering card and send the other material to the Supervisor of Records.

* * * * * * * * * * * * * * * * * *

DATE: _____

FROM: Scheduling Officer

TO: Supervisor of Records

When you have extracted the necessary information from the attached material, please initial and return the material and the form to the University Faculty Senate Office.

10/74

SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

44

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Winter Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE EDUCATION

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: I Ed (Abbreviation (5 units)) 498Cv (Number) 3 (Credits or Units) 3 (Class Periods) 0 (Practicum Periods)

Title: Methods of Teaching Adult Vocational Education

Abbreviation of Title (not more than 18 units, including spaces): Teach Adult Vo Ed

Description of Course (not more than 20 words, on attached sheet)

Prerequisites: NONE

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation (Abbreviation (5 units) / Number / Credits or Units / Class Periods / Practicum Periods)

Present Title

Proposed designation (Abbreviation (5 units) / Number / Credits or Units / Class Periods / Practicum Periods)

Proposed Title (Abbreviation)

Change description NO —— YES ——

Change prerequisites from to

Have departments affected by the change been advised?

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number

Have departments affected by this proposal been advised?

Effective date (see note on reverse side)

SUBMITTED BY (Head of Department (or person in charge of Instructional Area)) Date

NOTED BY (College Representative to Senate Committee on Curricular Affairs) Date

APPROVED BY (Dean of College (or Vice President for Undergraduate Studies)) Date

NOTED BY —— (Dean of Graduate School (500-600 courses only)) Date

RECOMMENDED BY (Graduate School Committee) Date (Senate Committee) Date

10/74 (Rev. 6/76)

A. Heading in Catalog(s)

Designation: I ED

Number: 498Cv

Title: Methods of Teaching Adult Vocational Education

Credits: 3 3 0

Description: Methods, devices, and procedures which are used effectively by the instructor in teaching in adult vocational programs.

Prerequisite: None

B. Outline of Course Content

1. Overview of Adult Vocational Education

   a. Historical perspective
   b. Funding patterns
   c. Delivery systems
   d. Trends and issues

2. Characteristics of the Adult Learner

   a. Theories of learning based on studies of adults
   b. Theories of teaching
   c. The adult learner
   d. Handicaps and special needs of the adult learner

3. Methods and Techniques of Instruction of Adults

   a. Methods
   b. Techniques
   c. Devices
   d. Special concerns in adult vocational education

4. Planning, Developing, and Evaluating Instructional Units for the Adult Vocational Learner

   a. Planning
   b. Developing
   c. Evaluating

5. Special Considerations in Teaching the Adult Vocational Learner

   a. Reading problems
   b. Social, cultural and economic problems
   c. Family
   d. Attitudes of the group to be served
   e. Attitudes of society and educational institutions

C. Course Objectives

1. Through class participation and the successful completion of activities designed for this course the student will

   a. Examine and evaluate research devoted to learning, teaching, and characteristics of the adult learner
   b. Identify essential characteristics, problems and concerns of the adult learner
   c. Differentiate appropriate methods, techniques and devices for teaching the adult learner
   d. Develop, through an analysis of related research, developing and evaluating instructional programs for the adult vocational learner
   e. Identify and examine the major issues concerning the teaching in adult vocational programs

Achievement of these objectives will be determined through each student's

   a. Regular participation in class and class-related activities
   b. Completion of short instructional modules on planning, developing, and evaluating adult vocational programs.
   c. Attainment on two or more evaluative measures
   d. Completion of a detailed report on a selected component of teaching the adult vocational learner

2. The Instructional program in vocational industrial education is approved by the Pennsylvania Department of Education to prepare and recommend vocational education teachers from secondary through post-secondary levels. The proposed course is intended to fulfill part of the contract of an EPDA project funded by the Pennsylvania Department of Education for in-service training of part-time adult vocational teachers in Central Pennsylvania. The proposed course is addressed to both undergraduate and graduate students. Present divisional course offerings build to and support a course which would acknowledge the special circumstances of part-time adult vocational teachers.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the adult vocational areas. The proposed course is part of the plan for the upgrading.

3. None required

4. The proposed course will be offered in four locations in Central Pennsylvania, Spring Term 1977. The above named project calls of providing in-service instruction to 100 adult vocational teachers in Central Pennsylvania. Based upon current research, enrollment will be in excess of 100 students.

D. Effective Date

The beginning of the academic term following approval.

A. Heading in Catalog(s)

Designation: I Ed

Number: 498Av

Title: Meeting the Special Needs of Adult Vocational Learners

Credits: 3 3 0

Description: An examination of adult vocational special needs characteristics and implications for program planning and implementation.

Prerequisite: None

B. Justification for the New Course

1. The Curriculum Committee of the Division of Occupational and Vocational Studies has approved this course proposal.

2. This course is proposed to deliver in-service educational needs of part-time adult vocational teachers as identified and contracted for under an EPDA project. The second year of the project entitled, "Coordinated In-Service Activities for Part-time Adult Vocational Teachers in Central Pennsylvania" stipulates that in-service activities will be provided in selected locations in central Pennsylvania.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the adult vocational areas. The proposed course is part of the plan for the upgrading.

3. The approval of this course will not affect other courses in the program of vocational-industrial education. It will enhance and complement current offerings.

4. The proposed course will be offered in three locations in central Pennsylvania, Fall Term 1977. The above named project calls for providing in-service instruction to 50 adult vocational teachers in central Pennsylvania. Based upon current research, enrollment will be in excess of 50 students.

C. Allocation of Resources

1. The program in Vocational-Industrial Education does have a continuous appointment faculty available to teach this course, however, since this is an experimental course designed to meet a specific project commitment and can be offered only during two different terms, it will not be offered again without continued project funding.

C. Allocation of Resources - continued

2. The project director will teach one section of the course and the assistant project director will teach two sections. The assistant project director is 100 percent assigned and funded under the project. The project director allocates 5 percent of his time to the project.

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SENATE COMMITTEE ON CURRICULAR AFFAIRS

198 - 498

Experimental Course Notification

DATE: July 15, 1977

FROM: Robert E. Andreyka REAndreyka, Head ~~Department~~ Division of Occupational and Vocational Studies

TO: Dean, College of Education

Attached are the necessary forms for: *Abbreviation* I Ed, *Number* 498Av

Title Meeting the Special Needs of Adult Vocational Learners

to be offered during the Fall term, 1977, for which necessary arrangements and funding are made. I have included in the justification for the course offering a plan that shows why this course meets the criteria for an experimental course, and I have explained why it should not be proposed as a regular course.

* * * * * * * * * * * * * * * * * *

DATE: _____

FROM: _____, Dean, College of _____

TO: Chairman, Senate Committee on Curricular Affairs

The attached forms are forwarded with this office's approval.

* * * * * * * * * * * * * * * * * *

DATE: _____

FROM: Chairman, Senate Committee on Curricular Affairs

TO: Vice President for Undergraduate Studies

The attached experimental course proposal, having been examined by the Curriculum Recorder in the Senate Office and signed by me, is herewith forwarded.

* * * * * * * * * * * * * * * * * *

DATE: _____

FROM: Vice President for Undergraduate Studies

TO: University Scheduling Office

The attached experimental course proposal is approved; please retain the course offering card and send the other material to the Supervisor of Records.

* * * * * * * * * * * * * * * * * *

DATE: _____

FROM: Scheduling Officer

TO: Supervisor of Records

When you have extracted the necessary information from the attached material, please initial and return the material and the form to the University Faculty Senate Office.

10/74

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SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL

Submit one copy of this form for Undergraduate courses (numbers under 500), also for Hershey Medical courses (700 series), Associate Degree courses (800 series), Institute courses (900 series), and Wilkes-Barre Program courses (900A series) to the Senate Curriculum Recorder. Submit two copies for Graduate courses (500 and 600 series) to the Senate Curriculum Recorder, who transmits the proposals to the Dean of the Graduate School for consideration by the Graduate School Courses and Programs of Study Committee.

COLLEGE Education

DEPARTMENT OR INSTRUCTIONAL AREA Division of Occupational and Vocational Studies

NEW COURSE OR EXPERIMENTAL COURSE

Proposed designation: I Ed (Abbreviation, 5 units) | 498Av (Number) | 3 (Credits or Units) | 3 (Class Periods) | 0 (Practicum Periods)

Title: Meeting the Special Needs of Adult Vocational Learners

Abbreviation of Title (not more than 18 units, including spaces): Adult Voc Sp Needs

Description of Course (not more than 20 words, on attached sheet): see attached sheet

Prerequisites: None

Proposals for each *new* course should be accompanied by 25 copies of supporting material relative to the criteria appearing on the reverse side of this form. For *Experimental* (198, 498, 598) courses only two copies need be furnished.

CHANGE COURSE OR COURSE CREDITS

Present designation: _____ (Abbreviation (5 units) | Number | Credits or Units | Class Periods | Practicum Periods)

Present Title: _____

Proposed designation: _____ (Abbreviation (5 units) | Number | Credits or Units | Class Periods | Practicum Periods)

Proposed Title: _____ _____ (Abbreviation)

Change description: NO ___ YES ___

Change prerequisites from _____ to _____

Have departments affected by the change been advised? _____

(For all changes, attach 25 copies of the supporting material described on the reverse side and present a statement setting forth reasons for the proposed change.)

DROP COURSE

Present designation and number: _____

Have departments affected by this proposal been advised? _____

Effective date (see note on reverse side) _____

SUBMITTED BY _____
Head of Department (or person in charge of Instructional Area) — Date

NOTED BY _____
College Representative to Senate Committee on Curricular Affairs — Date

APPROVED BY _____
Dean of College (or Vice President for Undergraduate Studies) — Date

NOTED BY _____
Dean of Graduate School (500-600 courses only) — Date

RECOMMENDED BY _____
Graduate School Committee — Date — Senate Committee — Date

10/74 (Rev. 6/76)

A. Heading in Catalog(s)

Designation: I Ed

Number: 498Av

Title: Meeting the Special Needs of Adult Vocational Learners

Credits: 3 3 0

Description: An examination of adult vocational special needs characteristics and implications for program planning and implementation.

Prerequisite: None

B. Overview of Adult Special Needs

1. Trends and Issues
2. Professional preparation programs
3. Professional associations

C. Legislation Affecting Adult Special Needs

1. 1976 Vocational Education Amendments
2. Rehabilitation Act
3. Education of all Handicapped Act
4. Comprehensive Employment Training Act
5. Other Federal and State legislation

D. Characteristics of Special Needs Adult Learners

1. Cultural influences
2. Economic and social backgrounds
3. Educational background
4. Attitudinal influences
5. English as a second language
6. Disadvantaged
7. Handicapped

E. Programming for the Special Needs Adult Learner

1. Open entry--open exit systems
2. Individualizing instruction for the special needs adult learner
3. Curriculum modification for the disadvantaged and handicapped
4. Recruitment and retention of the special needs adult learner
5. Manpower English as a second language instruction

F. Course Objectives

1. Through class participation and the successful completion of activities designed for this course the student will be able to

   a. distinguish essential characteristics, problems and concerns of the special needs adult learner
   b. evaluate research devoted to learning, teaching, and characteristics of the special needs adult learner
   c. differentiate appropriate methods, techniques and devices for teaching the special needs adult learner
   d. develop through an analysis of related research, instructional programs for the adult vocational special needs learner
   e. evaluate instructional programs for adult vocational learners
   f. identify the major issues concerning the teaching in adult vocational programs

   Achievement of these objectives will be determined through each student's

   a. regular participation in class and class-related activities
   b. completion of short instructional modules on planning, developing, and evaluating adult vocational special needs programs
   c. attainment on two or more evaluative measures
   d. completion of a detailed report on a selected component of teaching the adult vocational special needs learner

2. The instructional program in vocational-industrial education is approved by the Pennsylvania Department of Education to prepare and recommend vocational education teachers from secondary through postsecondary levels. The proposed course is intended to fulfill part of the contract of an EPDA project funded by the Pennsylvania Department of Education for in-service training of part-time adult vocational teachers in central Pennsylvania. The proposed course is addressed to both undergraduate and graduate students. Present divisional course offerings build to and support a course which would acknowledge the special circumstances of part-time adult vocational teachers.

   To continue to meet divisional responsibilities to improve the quality of instruction in Pennsylvania, this experimental course is being submitted at the same time as I.Ed. 497v. Industrial Education 497v will replace the need for utilizing the experimental course numbers for special funded programs as well as departmental problems courses.

   The Pennsylvania Department of Education through and in cooperation with the Division of Occupational and Vocational Studies, The Pennsylvania State University is in the process of improving and upgrading both teachers and curricular offerings in the adult vocational areas. The proposed course is part of the plan for the upgrading.

3. None required.

4. The proposed course will be offered in three locations in central Pennsylvania, Fall Term 1977. The above named project calls for providing in-service instruction to 50 adult vocational teachers in central Pennsylvania. Based upon current research, enrollment will be in excess of 50 students.

D. Effective Date

The beginning of the academic term following approval.